



# 滬江維多利亞學校

## 2014—2015 年度上學期

### Y8 第一單元評估

#### 科目：中國語言及文學

任教老師：何老師、李老師、林老師、羅老師、曹老師

通知日期：二零一四年九月二十二日

評估日期：二零一四年九月二十九日至十月三日

學生姓名：\_\_\_\_\_

班別： Y8

是次評估將評核標準 C、D 兩項。作答前，請細閱以下的標準細則：

<b>標準 C:</b> 作品創作	<ul style="list-style-type: none"><li>● 學生親身參與創作過程而產生的口頭報告，內容能展現其洞察力；</li><li>● 口頭報告已考慮了受眾的需要；</li><li>● 挑選廣泛而相關的細節去拓展意念。</li></ul> <p>i. produce texts that demonstrate thought from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	/8
<b>標準 D:</b> 語言運用	<ul style="list-style-type: none"><li>● 使用恰當而豐富的詞彙、句式及表達方式；</li><li>● 以恰當的表達風格說話；</li><li>● 話語符合語法規範；</li><li>● 吐字發音準確；</li><li>● 使用適當的肢體語言。</li></ul> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>V. use appropriate non-verbal communication techniques.</p>	/8

## 評估指引：

### 甲、 海報設計

(海報僅作為口頭報告時的主要依據，並不納入評分範圍。)

1. 圍繞「**貧富懸殊**」的話題，**自擬主題**（可用標題顯示），設計海報一張；
2. **緊扣主題**，撰寫恰當的文字，配以合適的圖片、色彩；
3. 能充分顯示**創意**；
4. 尺寸：**A 3** 紙；
5. 人手或電腦繪製皆可，但必須呈交實體海報。

### 乙、 口頭報告（**評分**）

1. 清晰闡明海報主題，能展示對話題的洞察力，並引用相關細節支持自己的觀點；
2. 具體闡釋海報設計意念：解釋為何選用該圖片、文字、色彩等原因（例：如何配合主題、如何影響受眾）；
3. 用語準確豐富；
4. 聲量充沛，聲調恰當；
5. 表情、肢體語言自然得體；
6. 報告時間：每人 2－2.5 分鐘。

### 丙、 備註

將參考資料列印於 A 4 紙上，完成口評時連同海報一併交給老師。

中學項目：中國語言及文學 評估準則

Criterion C: Producing text		Criterion D: Using language	
<p>The student:</p> <p>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought.</p> <p>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</p>	7-8	<p>The student:</p> <p>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</p>	7-8
<p>The student:</p> <p>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought.</p> <p>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</p>	5-6	<p>The student:</p> <p>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></p> <p>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</p>	5-6
<p>The student:</p> <p>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought.</p> <p>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</p> <p>iii. selects <b>some</b> relevant details and examples to develop ideas.</p>	3-4	<p>The student:</p> <p>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</p>	3-4
<p>The student:</p> <p>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought.</p> <p>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</p> <p>iii. selects <b>few relevant</b> details and examples to develop ideas.</p>	1-2	<p>The student:</p> <p>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</p> <p>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</p>	1-2
The student <b>does not</b> reach a standard described by any of the descriptors below.		The student <b>does not</b> reach a standard described by any of the descriptors below.	